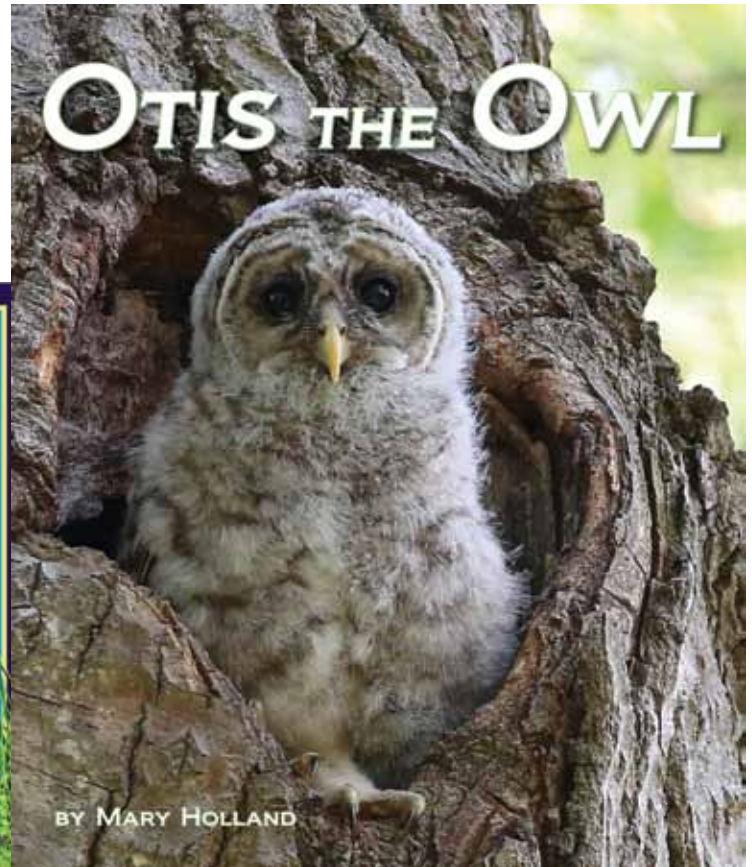
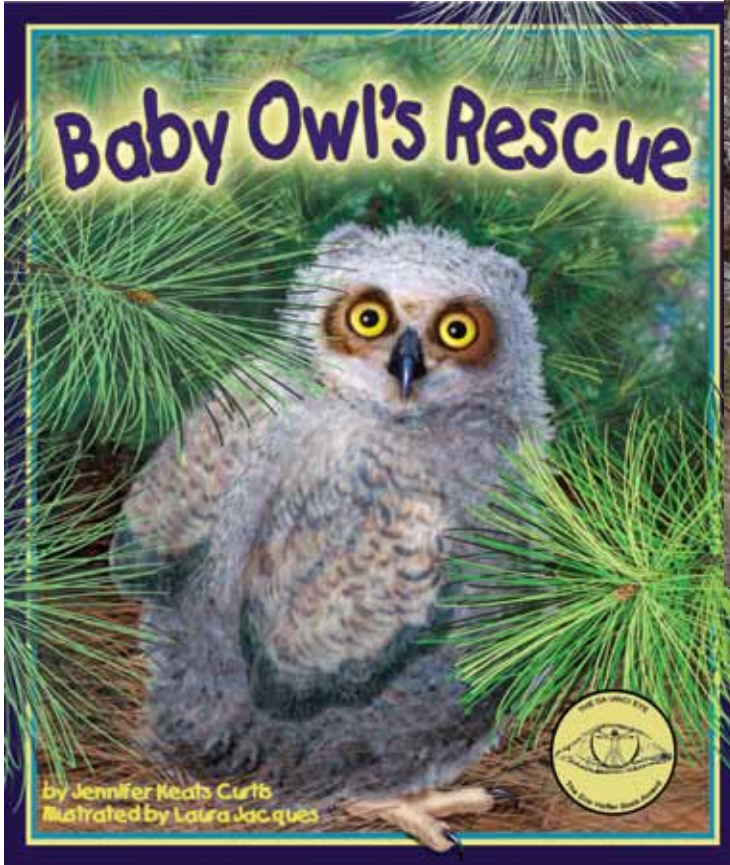


# Teaching Activity Guide



## All About Owls

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# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

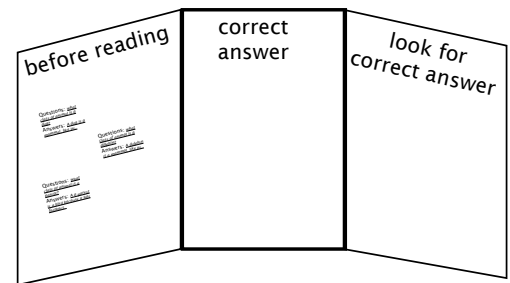
# What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

# Pre-Reading Questions

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## General Owl Questions

1. What class of animals are owls: mammals, fish, birds, reptiles or amphibians?
2. During what part of the day do owls sleep and when are they awake?
3. Just as there are many types of dogs or cats, there are many different types of owls. Can you name any?
4. What do you think owls eat?
5. With what body part do they catch their food?
6. What do you think owls do when scared?
7. What are owl pellets?
8. What do owls have on their feet?
9. Do owls have teeth or beaks?
10. What's special about the way owls turn their heads?
11. Which parent(s) care for the hatchlings?
12. What is a brancher?
13. Describe what you think an owl's nest looks like. Do you think all nests are the same? Why or why not?

# Comprehension Questions & Writing Prompts

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*Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)*

*Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

## Both Books

1. Which book is real (nonfiction) and which one is make believe (fiction)? How can you tell?
2. Could the make-believe story really happen? Why or why not?

## Baby Owl's Rescue

3. Why were Maddie and Max going outside?
4. What made them look under the tree?
5. Why was the baby owl making noises?
6. Why was their mother able to help the baby owl?
7. What did they do to help it?
8. Why did their mother wear gloves when picking up the baby owl?
9. Who did their mother call to help and why?
10. What were they able to do that Maddie, Max and their mother couldn't do?
11. What did the mother do to help the mother owl find her baby?
12. What did the mother owl do when she found the baby owl?
13. What type of owls are in the story?

## Otis the Owl

14. Describe the nest where Otis was hatched.
15. What do Otis' feathers look like?
16. What did Otis' father bring him to eat?
17. Does Otis have any brothers or sisters?
18. What will Otis be able to do by the end of the summer?

# Cross-Curricular Vocabulary Activities

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## *Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

# Word Bank

---

Build a word bank using words found in the story or For Creative Minds.

nouns	verbs	adjectives
air	camouflage	big
beak	climb	big
bird of prey	crept	bright
bones	flung	feathery
brancher	fly	funny
claws	glide	fuzzy
eggs	grab	gray
eyes	hatch	long
feathers	see	nocturnal
fur	shushed	sharp
heads	soar	yellow
horns	tear	
instinct	throw up	
nest	trot	
night	turn	
noise		
prey		
talons		



# Cross-Curricular Silly Sentences

1. Like other owls, they are \_\_\_\_\_ . That means they \_\_\_\_\_ at night and \_\_\_\_\_ during the day.  
adjective  
verb                      verb
2. A few hours after eating, they \_\_\_\_\_ of \_\_\_\_\_ , \_\_\_\_\_ , and other undigested parts of their meals.  
verb                      noun  
noun                      noun                      noun
3. Sharp, curved \_\_\_\_\_ (claws) are used to \_\_\_\_\_ .  
noun                      verb
4. They \_\_\_\_\_ small prey whole, but will \_\_\_\_\_ larger animals apart using their \_\_\_\_\_s and beaks.  
verb                      verb  
noun
5. \_\_\_\_\_ , \_\_\_\_\_ eyes help them to \_\_\_\_\_ at night.  
adjective                      adjective                      verb
6. The \_\_\_\_\_ , \_\_\_\_\_ colors and designs in the feathers help owls to blend, or to camouflage themselves into \_\_\_\_\_ .  
adjective                      adjective  
noun
7. They can't move their \_\_\_\_\_ but they can \_\_\_\_\_ their \_\_\_\_\_ almost all the way around (270 degrees) to see.  
noun                      verb  
noun

## Language Arts: Sequence Sentence Strips-Baby Owl's Rescue

---

Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

Maddie and Max went outside to play.

They heard a "clacking" noise.

They saw a baby owl on the ground under a tree.

They called their mother to help the bird.

Their mother put on gloves.

She put the baby by the base of the pine tree.

The baby was too small to climb the tree.

Maddie, Max, and their mother filled a wicker basket with small branches.

Firemen arrived in a big truck.

A fireman put the basket and owl up in the tree.

Maddie & Max's mother played a CD of owl noises.

The mother owl found her baby in the basket.

The mother owl left to get food.

The mother owl returned with a mouse for the baby.

## Language Arts: Sequence Sentence Strips-Otis the Owl

---

Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

Otis' mother and father found a hole, or cavity, in a tree.

The mother owl laid her eggs at the bottom of the tree cavity.

Otis was born and raised in the woods.

After living for a month or so in the deep, dark cavity, Otis climbs up to the opening, using his talons to cling to the inside of the tree.

Otis' parents are busy catching and bringing prey to the nest for the young owls to eat.



As Otis and his sister grow bigger, they are able to swallow most of their meals whole.

Otis practices beating his wings. He will need strong muscles in order to fly.

Otis finds the courage to climb out and perch on a nearby limb.

In about a month, Otis will be able to fly short distances.

By the end of the summer, he will be catching his own meals.

# Word Search-Baby Owl's Rescue

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	Y	O	M	B	E	B	A	B	Y
2	T	S	B	O	Y	F	G	A	R	D
3	F	E	A	T	H	E	R	S	A	B
4	I	L	S	H	O	A	E	T	N	E
5	R	U	K	E	R	T	A	S	C	E
6	E	C	E	R	N	H	T	W	H	N
7	M	V	T	K	E	E	F	C	E	T
8	A	O	O	I	D	R	A	O	R	A
9	N	W	D	N	E	S	T	R	E	E
10	F	L	U	F	F	E	D	A	L	H

BABY  
BASKET  
BRANCHER  
FEATHERS  
FIREMAN  
FLUFFED  
GREAT  
HORNED  
MOTHER  
NEST  
OWL  
TREE

# Word Search-Otis the Owl

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	C	E	L	O	S	A	D	I	X	O
2	A	D	A	F	H	B	A	K	P	N
3	L	P	R	E	D	A	T	O	R	I
4	S	E	C	A	D	R	A	W	E	G
5	A	L	S	T	C	R	U	L	E	D
6	F	L	Y	H	A	E	H	E	N	K
7	I	E	F	E	V	D	B	S	G	P
8	R	T	B	R	I	U	I	K	W	A
9	S	N	E	S	T	H	F	L	C	J
10	T	I	M	F	Y	E	M	Y	G	T

BARRED  
CAVITY  
FEATHERS  
FLY  
NEST  
OWL  
PELLET  
PREDATOR  
PREEN



# Write About It!

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## Baby Owl Poem

What are some words that rhyme with “owl?” Write a poem about an owl.

There once was a baby owl

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Have you ever helped an injured animal? Write a story to describe what happened.

Describe what you would do if you found an injured bird.

Describe what you think it was like for Otis to fly the first time...how did he feel?

# Animal Sorting Cards

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*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*

## Animal Card Games:

**Sorting:** Depending on the age of the children, have them sort cards by:

where the animals live (habitat)	tail, no tail
number of legs (if the animals have legs)	colors or skin patterns
how they move (walk, swim, jump, or fly)	animal class
type of skin covering (hair/fur, feathers, scales, moist skin)	
what they eat (plant eaters/herbivores, meat eaters/carnivores, both/omnivores)	

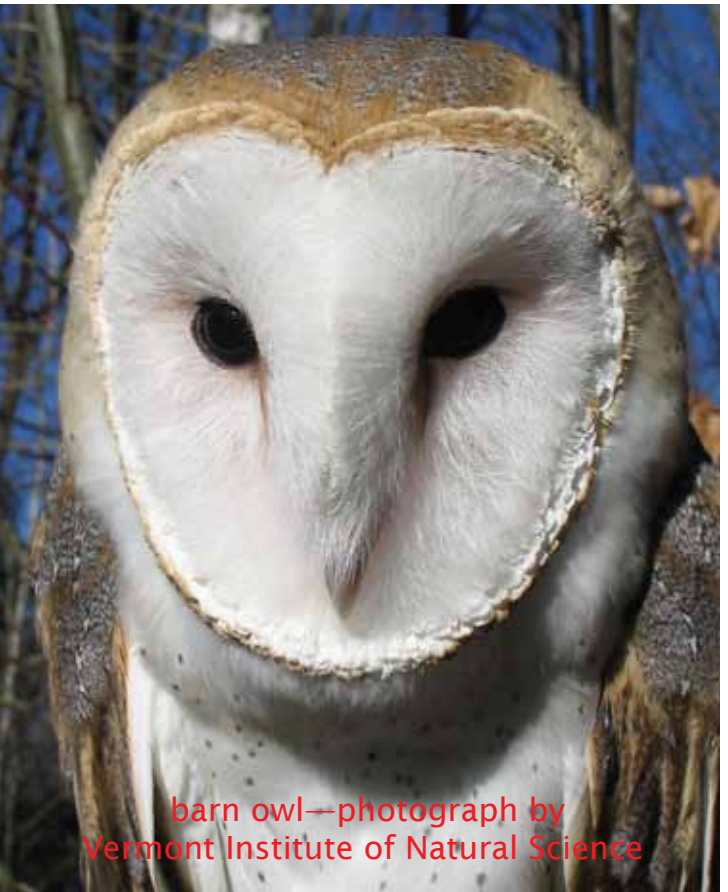
**Memory Card Game:** Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

**Who Am I?** Copy and cut out the cards. Poke a hole through each one and tie onto a piece of yarn. Have each child put on a "card necklace" without looking at it so the card hangs down the back. The children get to ask each person one "yes/no" question to try to guess "what they are." If a child answering the question does not know the answer, he/she should say, "I don't know." This is a great group activity and a great "ice-breaker" for children who don't really know each other.

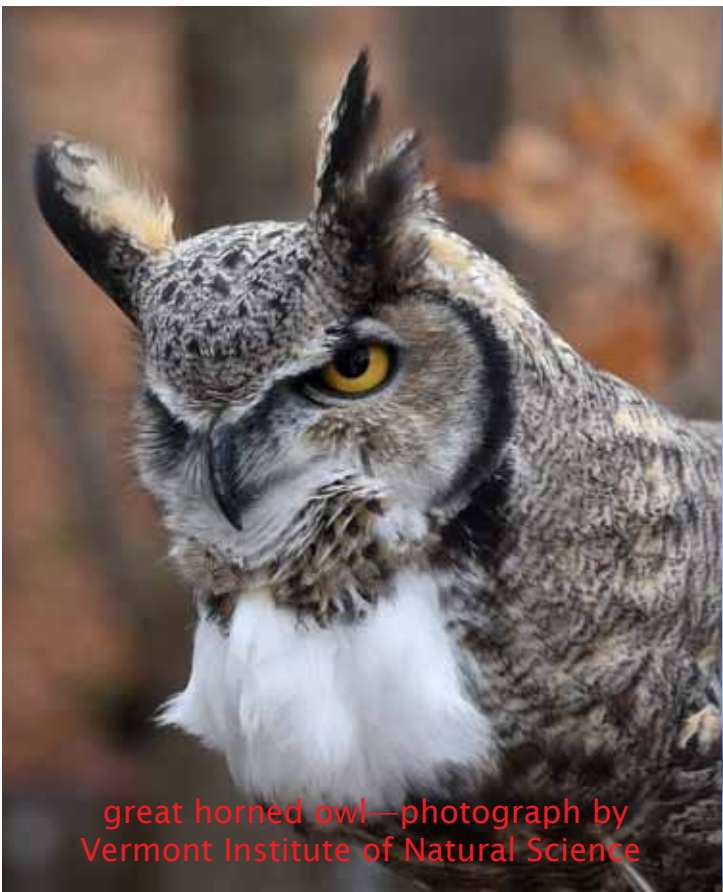
**Charades:** One child selects a card and must act out what the animal is so that the other children can guess. The actor may not speak but can move like the animal and imitate body parts or behaviors. For very young children, you might let them make the animal sound. The child who guesses the animal becomes the next actor.



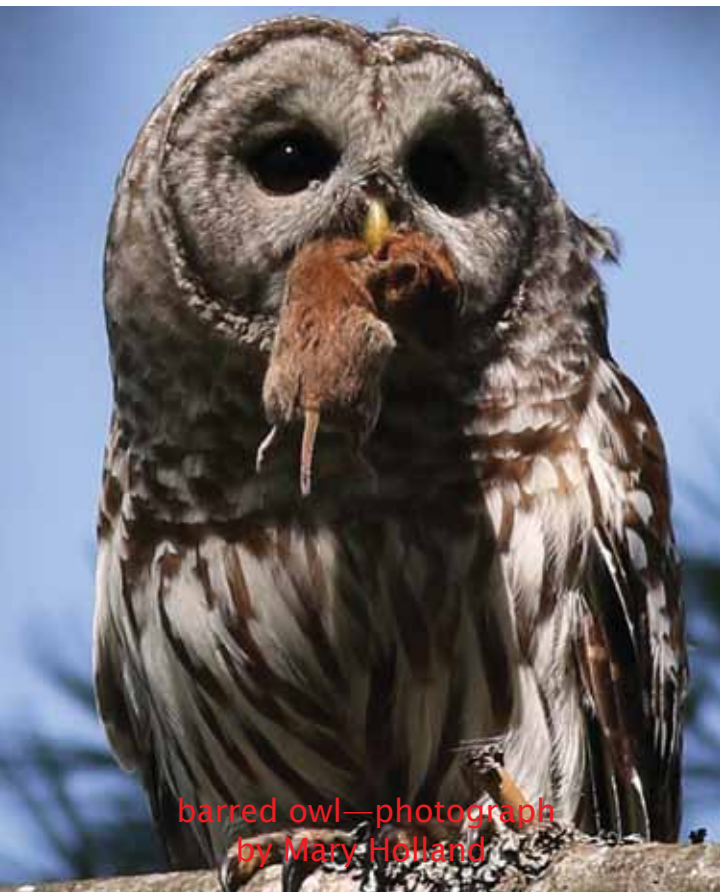
snowy owl—photograph by  
Vermont Institute of Natural Science



barn owl—photograph by  
Vermont Institute of Natural Science



great horned owl—photograph by  
Vermont Institute of Natural Science



barred owl—photograph  
by Mary Holland

snowy owl—photograph by  
Audubon



long eared owl—photograph by  
Audubon



spectacled owl—photograph by  
Audubon



flammulated owl—photograph by  
Audubon



# Adaptations

*Objective: Identify adaptations that help plants and animals survive and grow in their environment*

*Identify external parts of plants and animals*

*Observe and compare the structures and behaviors of different kinds of plants and animals*

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. Here are a few different types of adaptations.

## Physical Adaptations

Use the illustrations in the book to see how many physical adaptations you can see for each animal.

### body parts

teeth—depends on type of food eaten  
feet, flippers, fins—ability to move  
placement of eyes  
gills, lungs, or other—how does the animal get oxygen  
ears—or how the animal hears/senses

### body coverings

hair or fur  
feathers  
scales  
moist skin

### camouflage and protection

color of skin or pattern to blend into background  
body structure resembles another organism to fool predators  
poisonous or stinky smells

### Behavioral Adaptations

instinct: behaviors or traits that the animals are born with  
learned behavior: traits that animals learn to improve their chances of survival or to make their life easier  
social groups versus solitary living  
communication with other animals  
defense  
hiding in an area that provides camouflage  
reaction to cycles (day/night, seasons, tides, etc.)  
migration: the seasonal movement of animals from one location to another  
hibernation: a long, deep sleep in which the animal's breathing and heartbeat are slower than usual

# Owls

*Objective: Identify adaptations that help plants and animals survive and grow in their environment*

*Identify external parts of plants and animals*

*Observe and compare the structures and behaviors of different kinds of plants and animals*

*Compare and explain how external features of plants and animals help them survive in different environments.*

Using the images in the Animal Sorting Cards, compare and contrast the different types of owls.

What are the babies called? \_\_\_\_\_

How are the animals born? \_\_\_\_\_ hatched from eggs \_\_\_\_\_ born alive

How many brothers and sisters might be born at the same time? \_\_\_\_\_

How big is the baby (length, height, weight, etc.) when born? \_\_\_\_\_

Who raises the young: \_\_\_\_\_ both parents \_\_\_\_\_ mother only \_\_\_\_\_ father only  
\_\_\_\_\_ neither parent - the baby survives on pure instinct

What does the baby eat and for how long? \_\_\_\_\_

How long will the babies stay with the parent (if parents are involved?) \_\_\_\_\_

When is the "baby" considered an adult? \_\_\_\_\_

How will it find a mate and have babies? \_\_\_\_\_

Who prepares the nest/den/burrow and how (if applicable)? \_\_\_\_\_

Some animals are only born at specific times of the year (to coincide with food availability). This baby is born: \_\_\_\_\_ anytime of the year or \_\_\_\_\_ usually in the month of \_\_\_\_\_ or the season of \_\_\_\_\_

In what type of habitat and ecosystem does this animal live? \_\_\_\_\_

How does it move and what parts of its body does it use to move? \_\_\_\_\_

How does it see? \_\_\_\_\_

How does it get its food? \_\_\_\_\_

# Math-Reading Data Great Horned Owls

State/Province	2009	2008	2007	State/Province	2009	2008	2007
Alabama	28	8	5	Nevada	7	18	4
Alaska	7	10	2	New Brunswick	1		
Alberta	19	16	18	New Hampshire	1	1	
Arizona	47	37	40	New Jersey	21	14	19
Arkansas	19	20	22	New Mexico	11	16	13
British Columbia	18	23	6	New York	45	29	27
California	153	172	187	North Carolina	44	39	35
Colorado	64	47	30	North Dakota	1	14	4
Connecticut	13	20	17	Nova Scotia			4
Delaware	14	9	13	Ohio	49	22	24
Florida	91	91	59	Oklahoma	15	20	9
Georgia	66	50	37	Ontario	12	11	10
Idaho	42	57	33	Oregon	47	37	27
Illinois	40	45	27	Pennsylvania	99	62	54
Indiana	45	33	29	Quebec	7	7	6
Iowa	34	20	20	Rhode Island	3	3	2
Kansas	31	18	18	Saskatchewan	6	6	16
Kentucky	27	21	9	South Carolina	16	17	26
Louisiana	14	16	8	South Dakota	24	9	9
Maine	7	1	4	Tennessee	16	31	16
Manitoba	5	4	3	Texas	100	61	79
Maryland	35	19	23	Utah	13	20	16
Massachusetts	14	5	14	Vermont	3	4	1
Michigan	34	19	19	Virginia	41	40	15
Minnesota	44	43	19	Washington	96	68	31
Mississippi	8	13	25	West Virginia	4	2	3
Missouri	28	22	29	Wisconsin	89	52	56
Montana	63	51	35	Wyoming	22	3	18
Nebraska	25	24	31	Yukon Territory			1
				total	1,828	1,520	1,307

Using the data above from the Great Backyard Bird Count, answer the following questions:  
 How many Great Horned Owls were reported for the state in which you live in 2009?  
 In which of the three years were the most Great Horned Owls reported in your state?  
 In which of the three years were the least Great Horned Owls reported in your state?  
 Which state had the highest number of Great Horned Owls reported in 2009?  
 Which state had the highest number of Great Horned Owls reported in 2008?  
 Which state had the highest number of Great Horned Owls reported in 2007?  
 Which state had the lowest number of Great Horned Owls reported in 2009?

# Math: Measuring (compare & contrast)

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.



What standard measuring tool would you use to measure something in:

Inches or centimeters

Feet or meters

Pounds or kilograms

Try to imagine how big or small something is compared to something you know.

What are some other things about the same size?

What is something that weighs about the same?

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An adult barred owl is 16.9 to 19.7 inches (43-50 cm) long.

It's wingspan is 39-43.3 inches (99-110 cm)

It weighs between 16.6-37 oz (470-1050 g)

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An adult great horned owl is 18-24.8 (46-63 cm) long.

It's wingspan is 39.8-57.1 inches (101-145 cm).

It weighs 32.1-88.2 oz (910-2500 g)





# Math Cards

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*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1



2



3



4



5



6



7



8



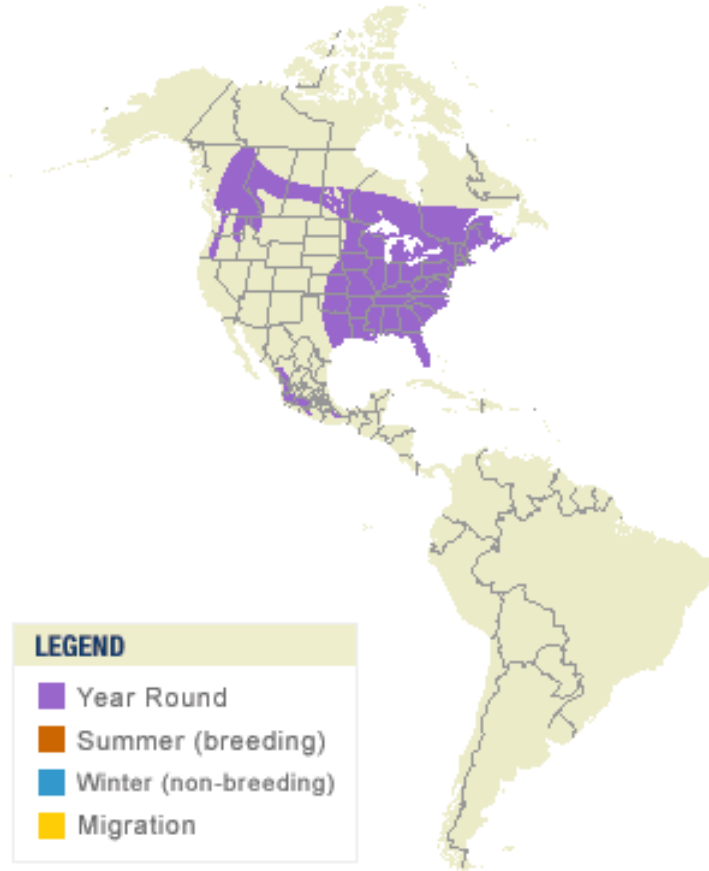
9



# Map Activity

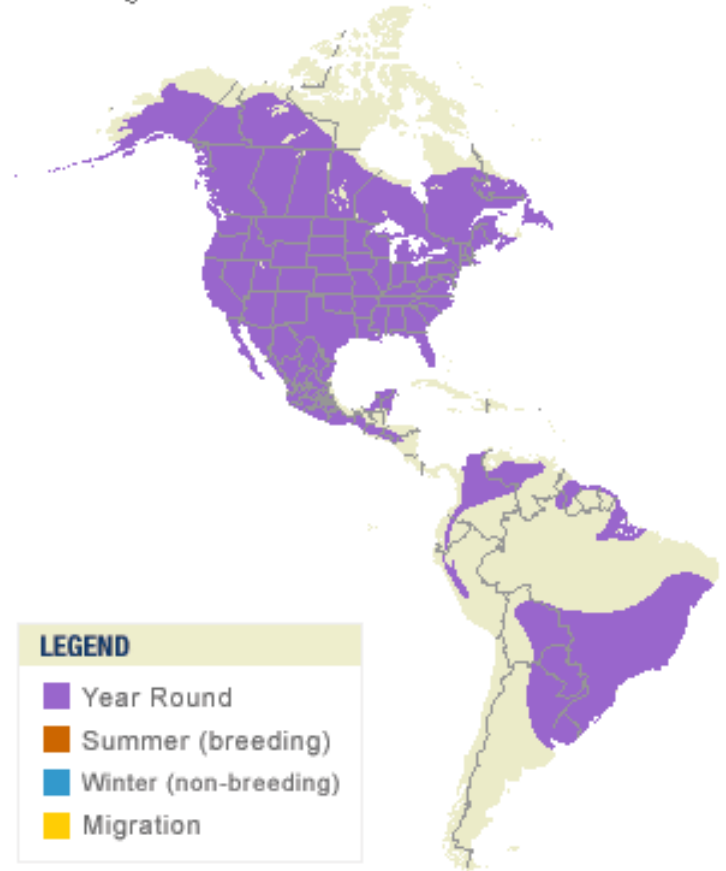
Objective: reading maps, geography, know that plants and animals live in different locations

**Barred Owl**  
*Strix varia*



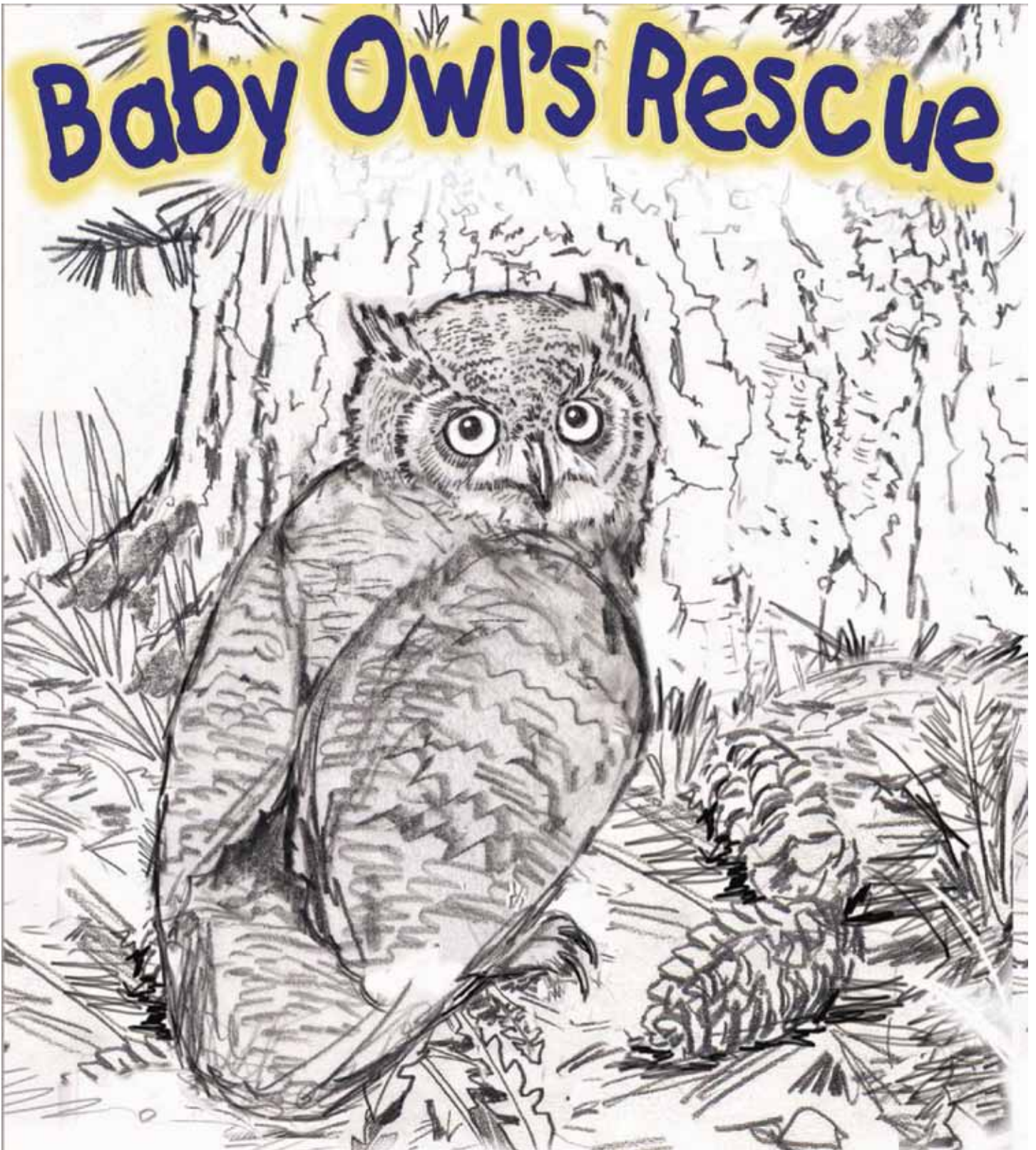
Map by Cornell Lab of Ornithology  
Range data by NatureServe

**Great Horned Owl**  
*Bubo virginianus*



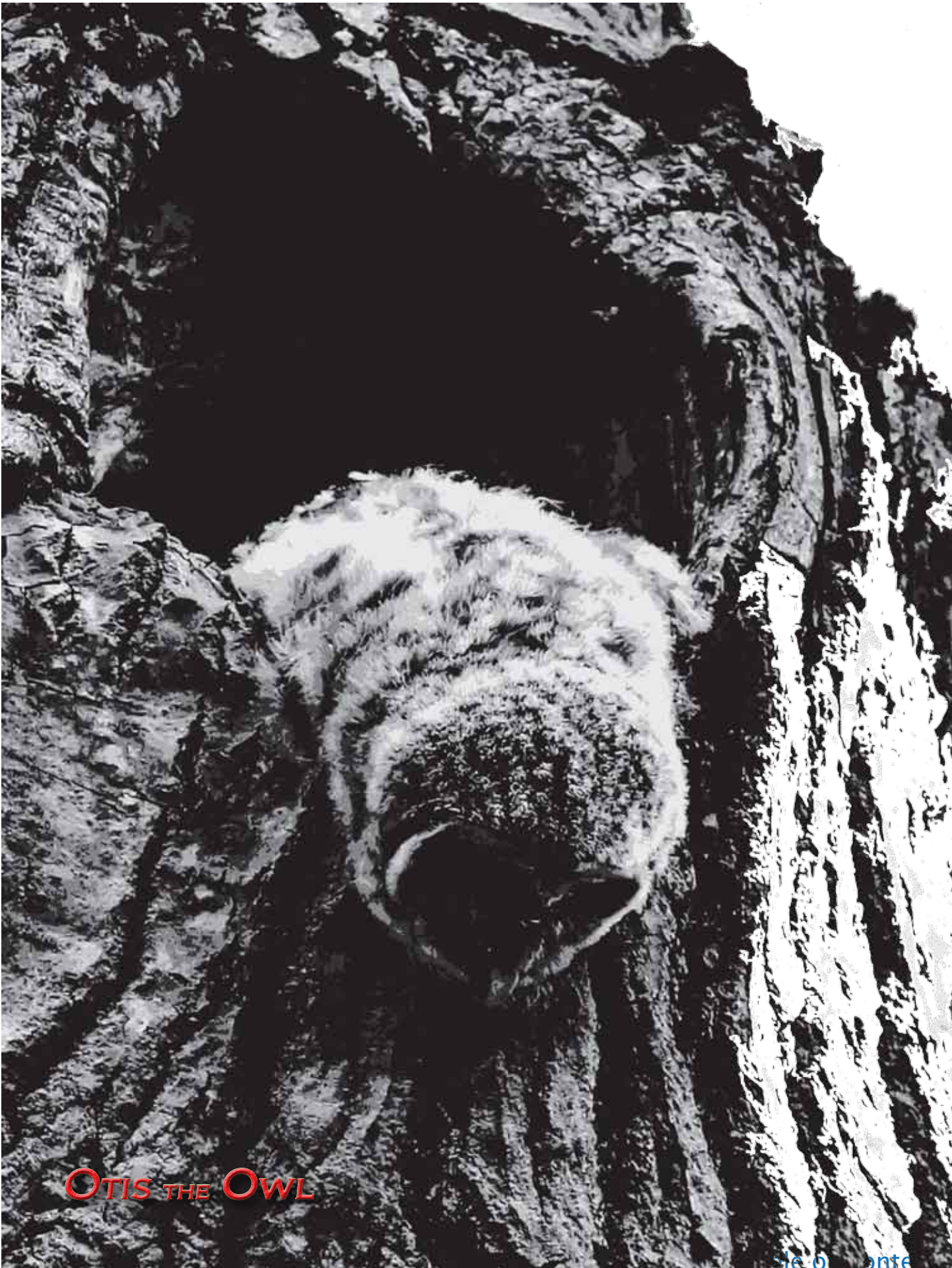
Map by Cornell Lab of Ornithology  
Range data by NatureServe

- Which owl lives in both North and South America?
- Do either or both of these owls live where you do?
- Using terms like east and west, describe where barred owls live.
- Can you find these locations on a globe?



**Bobby Owl's Rescue**





OTIS THE OWL

# Answers

## Silly Sentences

Like other owls, they are nocturnal. That means they hunt at night and sleep during the day.

A few hours after eating, they throw up pellets of fur, feathers, bones, and other undigested parts of their meals.

Sharp, curved talons (claws) are used to grab prey.

They swallow small prey whole, but will tear larger animals apart using their talons and beaks.

Large, yellow eyes help them to see at night.

The brown, gray colors and designs in the feathers help owls to blend, or to camouflage themselves into trees.

They can't move their eyes but they can turn their heads almost all the way around (270 degrees) to see.

## Word Search Baby Owl

	A	B	C	D	E	F	G	H	I	J
1				M			B	A	B	Y
2			B	O		F	G		R	
3	F	E	A	T	H	E	R	S	A	
4	I		S	H	O	A	E		N	
5	R		K	E	R	T	A		C	
6	E		E	R	N	H	T		H	
7	M		T		E	E			E	
8	A	O			D	R			R	
9	N	W		N	E	S	T	R	E	E
10	F	L	U	F	F	E	D			

2,G GREAT

3,E HORNED

8,B OWL

1,I BRANCHER

10,A FLUFFED

9,G TREE

3,A FEATHERS

1,D MOTHER

1,G BABY

3,A FIREMAN

2,C BASKET

9,D NEST

## Word Search Baby Owl

	A	B	C	D	E	F	G	H	I	J
1										
2				F		B			P	
3		P	R	E	D	A	T	O	R	
4		E		A		R		W	E	
5		L		T	C	R		L	E	
6	F	L	Y	H	A	E			N	
7		E		E	V	D				
8		T		R	I					
9		N	E	S	T					
10					Y					

BARRED	2,F
PELLET	3,B
PREDATOR	3,B
CAVITY	5,E
NEST	9,B
FLY	6,A
PREEN	2,I
FEATHERS	2,D
OWL	3,H



# Appendix A—“What Children Know” Cards

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<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>

# Appendix B—Venn Diagram

Compare and contrast great horned owls with barred owls



barred  
owl



great  
horned  
owl

## Appendix C—Vocabulary Cards

**brancher**

**wingspan**

**bird of prey**

**nest**

**talons**

**tree cavity**